

2017-2018 Duncan Lake Middle School School Improvement Plan

Duncan Lake Middle School
Caledonia Community Schools

Mr. Ryan Graham, Principal
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Caledonia, MI 49316-9411

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Overview

Plan Name

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Plan Description

SIP 2017/18

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Math	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$38200
2	All students will be proficient in Reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$130739
3	All students will be proficient in writing	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$35000
4	All teachers will implement Professional Learning Communities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	MTSS Implementation	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$13995
6	We will implement Marzano Instructional Framework	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1133
7	All students will be proficient in Science	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$40275
8	All students will be proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$35000

Goal 1: All students will be proficient in Math

Measurable Objective 1:

66% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in mathematics in Mathematics by 06/03/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers and staff will implement instructional strategies and differentiate learning for students of differing abilities.

Category:

Research Cited: "Mathematics, Integrated Mathematics," National Council of Mathematics, Principles and Standards for School Mathematics.

Marzano: Art and Science of Teaching

All Kinds of Minds, www.allkindsofminds.org

"2 year Collaborative Study" by Maylyn Leinback and Ann Raymond

KISD Research provided at Common Core training

Tier: Tier 1

Activity - Differentiated Instruction in the core classrooms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will implement instructional strategies that differentiate learning for students of differing abilities. Areas of improvement will be identified through common assessments and identified benchmarks as indicated in building school improvement plans. Differentiation will include whole group and small group instruction. This will serve as a preventative model and early detection of students having difficulties.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2018	\$0	No Funding Required	Principal, Building Leadership Team, Math Teachers,

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide appropriate interventions for students not meeting benchmarks. Interventions may include small group instruction, tutoring, and course recovery. This will follow a MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Section 31a	Principal, Section 31a staff, math teachers

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Duncan Lake math teachers will collaborate with the math team in order to align vertically across grade levels.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2018	\$0	No Funding Required	Math teachers and principal.

Strategy 2:

NWEA / MAP - NWEA will be our BOA, MID, and EOY.

Category: Mathematics

Research Cited: District Curr. Office

Tier: Tier 1

Activity - NWEA / MAP	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NWEA allows BOA and EOA. It will show our teacher growth as well for evaluation.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$3200	Title II Part A	Administration and Teachers

Goal 2: All students will be proficient in Reading.

Measurable Objective 1:

82% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in reading in English Language Arts by 06/10/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers and staff will implement instructional strategies and differentiate learning for students of differing abilities.

Category:

Research Cited: Atwell, N. (1998) In the middle: New understandings about writing, reading, and learning. (2nd ed.).

Portsmouth, NH: Boynton & Cook Publishers.

Fisher, Doug and Frey, Nancy. "Instruction for struggling Adolescent Readers and Writers: A Gradual Release Model. "Journal of Adolescent and Adult Literacy (2003).

Fisher, Doug. "Interactive Read-Alouds: Is there a Common Set of Implementation Practices?" September 2004 The Reading Teacher 58(1) P. 8-17.

Lesesne, T.S. (2006). Naked reading: Uncovering what tweens need to become lifelong learners. Portland: Stenhouse Publishers.

Marzano, Robert, Pickering and Polloc. Classroom Instruction the Works: Research strategies, "Ascd: 2001 Zimmerman, Susan"7 Keys to Comprehension": 2003

Today's Standards for Teaching and Learning in America's Schools by Steven Zemelman, Harvey Daniels, and Arthur Hyde. Copyright 2005 by Heinemann, a division of Reed Elseveir, Inc. Portsmouth, NH.

Tier: Tier 1

Activity - Grade Level/Content Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will meet at least three times during the school year to collaboratively review scoring and data results paying special attention to students with disabilities scores and student performance. Team leaders will share this information with other grade level or content area team. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2018	\$0	No Funding Required	ELA staff, Principal, Curriculum Director
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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review data to identify students with areas of improvement in reading. Students will then be assigned appropriate intervention. Interventions will follow the MTSS model. Funding will support para-professionals who will work under direction and supervision of highly qualified teacher.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$30043	Section 31a	Principal, Section 31a staff, ELA staff

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implementation classroom learning labs. We will offer trainings available for those teachers interested in being facilitators.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2018	\$696	Title II Part A	Instructional Staff, Principal

Activity - Intervention Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified Teacher will provide intervention and oversight of 31a supports for students in 4 core subject areas.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2017	\$100000	Section 31a	Principal, teacher

Goal 3: All students will be proficient in writing

Measurable Objective 1:

76% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing in English Language Arts by 06/10/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers/Staff will use best practice writing strategies across the curriculum to improve student writing skills. Align curriculum with the CCSS.

Category:

Research Cited: Atwell, N. (1999 In the middle: New understandings about writing, reading, and learning. (2nd ed.).

Portsmouth, NH: Boynton & Cook Publishers.

Fisher, Doug and Frey, Nancy. "Instruction for struggling Adolescent Readers and Writers: A Gradual Release Model. "Journal of Adolescent and Adult Literacy (2003).

Marzano, Robert, Pickering and Polloc. Classroom Instruction the Works: Research strategies, Ascd: 2001

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate their common assessments and writing rubrics.	Technology, Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2017	\$0	No Funding Required	Principal, Language Arts Staff, BLT

Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will review data to identify students with areas of improvement in writing. Students will be assigned appropriate interventions. This will follow the MTSS model.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2018	\$35000	Section 31a	Principal, Section 31a staff, ELA staff
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Activity - MAISA Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will explore the MAISA writing units, including grammar, to determine which components could be used as resources.	Professional Learning, Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$0	No Funding Required	Curriculum Director, Principal, ELA teachers

Goal 4: All teachers will implement Professional Learning Communities

Measurable Objective 1:

collaborate to develop a Professional Learning Community by 06/30/2018 as measured by having a record of meeting minutes using a PLC template..

Strategy 1:

Implementing Best Practice - Principal will support teacher collaboration around student achievement data in order to increase student achievement.

Category:

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006

Tier: Tier 1

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Activity - PLC meeting template	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing and sharing PLC templates to guide team meetings and curricular meetings.	Technology, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Title II Part A	Principal, teaching staff, BLT team

Goal 5: MTSS Implementation

Measurable Objective 1:

collaborate to Implement MTSS by 06/14/2019 as measured by implementation of MTSS plan and tiered fidelity inventory.

Strategy 1:

Implement Best Practice - Teachers will collaborate to implement PSC part of MTSS.

Category:

Research Cited: Sanford, E. (2006) The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon

Tier: Tier 1

Activity - PSC/MTSS training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team attendance at training for MTSS Tier 2 interventions and data review.	Professional Learning, Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$1095	Title II Part A	Teachers, Staff, and Principal

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Activity - Positive School Climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive School Climate team will implement PSC framework and plan with staff and students building wide.	Technology , Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	\$0	General Fund	Staff, PSC Team, Principal

Activity - Addressing Chronic Absenteeism	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review Attendance Policy and Process Edit as necessary Follow with consistency Create pro-active communication with parents/students in understanding the impacts of attendance. Compare with average student Explain impact on course proficiency (passing courses)	Policy and Process	Tier 1		07/01/2016	06/30/2017	\$0	No Funding Required	Principal and PSC Team

Strategy 2:

Positive School Climate - School will be focusing on fidelity of implementation of tier 1 and tier 2 of Positive School Climate.

Category: Learning Support Systems

Research Cited: Sanford, E. (2006) The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon

Tier: Tier 1

Activity - PSC Fidelity Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will teach behavioral expectations using the PSC matrix. Office Referrals will be consistent among staff members.	Policy and Process, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	All Staff
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Activity - Check In/Check Out	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Check In Check Out	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	Intervention Specialists, Counselor, Support Staff, Principal

Activity - PSC Leadership Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team will follow protocol's developed to review SWIS data, TFI data, and share with staff through a communication plan.	Technology , Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	No Funding Required	PSC Team, Principal

Strategy 3:

PARS Grant/Training - 6 and 7th grade teachers will attend training for implementation of Direct Instruction strategies to promote academic success.

Category: Learning Support Systems

Research Cited: Sanford, E. (2006) The effects of function-based literacy instruction on problem behavior and reading growth. Dissertation. University of Oregon

Tier: Tier 1

Activity - PARS Grant/Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training to promote adolescent reading success in the classroom.	Academic Support Program	Tier 1	Implement	01/04/2016	06/07/2019	\$12900	Other	Principal and Teachers

Goal 6: We will implement Marzano Instructional Framework

Measurable Objective 1:

demonstrate a proficiency Marzano Instructional Framework by 06/10/2016 as measured by successful completion of staff evaluations.

Strategy 1:

Implement Best Practice - Teachers and administrators will become trained in the Marzano Instructional Framework.

Category:

Research Cited: The Art and Science of Teaching; Marzano; January 2007

Tier: Tier 1

Activity - Marzano Instructional Framework Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Marzano Training: Teacher/Admin teams will train fellow staff	Professional Learning	Tier 1	Implement	07/01/2016	05/31/2017	\$664	Title II Part A	Principal/Teachers

Activity - Classroom Learning Labs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collaboration of teachers to model and discuss best practices in the classroom.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$469	Title II Part A	Admin and Teachers
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Goal 7: All students will be proficient in Science

Measurable Objective 1:

49% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Science Standards (GLCE's) in Science by 06/10/2016 as measured by M-Step.

Strategy 1:

Implement Best Practice - Teachers and Staff will implement instructional strategies and differentiate learning for students of differing abilities.

Category:

Research Cited: The Art and Science of Teaching; Marzano; January 2007.

Tier: Tier 1

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look at fidelity of delivered common assessments. We need to ensure that common assessments are written, given, and evaluated.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	\$0	No Funding Required	Principal science teachers

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide appropriate interventions in science using ELA strategies. Range may include small group instruction, tutoring, guided study, and course recovery.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Section 31a	31a staff, BLT, teachers, and Principal

Activity - Adopt NGSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adopt California Model of NGSS. Teachers will implement, utilize, and supplement the new model.	Curriculum Development	Tier 1	Getting Ready	07/01/2016	05/31/2017	\$0	No Funding Required	Teachers and Principal

Activity - Address Measurement Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will meet to look at skills needed within science. Measurement being one of these skills we will address.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	No Funding Required	Principal science staff

Activity - Van Andel Institute	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Science Instructional training at VAI for teachers	Academic Support Program, Professional Learning, Teacher Collaboration, Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$5275	Title II Part A	Admin and Teachers
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Goal 8: All students will be proficient in Social Studies

Measurable Objective 1:

60% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies standards (GLCE's) in Social Studies by 06/10/2016 as measured by M-Step.

Strategy 1:

Improve Best Practice - Teachers will improve best practice when delivering and assessing Social Studies standards.

Category:

Research Cited: Professional Learning Communities at Work; Dufour and Eaker; 2006.

The Art and Science of Teaching; Marzano; January 2007.

Tier: Tier 1

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will used differentiated instruction and best practices that reach multiple learner groups.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/30/2018	\$0	No Funding Required	BLT, Social Studies Teachers, and Principal

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Activity - Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not reaching benchmarks will be provided interventions ranging from small group, tutoring, guided study, course recovery, and summer school. These interventions will follow the MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Section 31a	31a Team, Social Studies teachers, BLT, and Principal

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Duncan Lake social studies teachers will collaborate with the district social studies team in order to align vertically across grade levels.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/30/2018	\$0	No Funding Required	Social Studies Staff, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PARS Grant/Training	Teachers will attend training to promote adolescent reading success in the classroom.	Academic Support Program	Tier 1	Implement	01/04/2016	06/07/2019	\$12900	Principal and Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Addressing Chronic Absenteeism	Review Attendance Policy and Process Edit as necessary Follow with consistency Create pro-active communication with parents/students in understanding the impacts of attendance. Compare with average student Explain impact on course proficiency (passing courses)	Policy and Process	Tier 1		07/01/2016	06/30/2017	\$0	Principal and PSC Team
Curriculum Alignment	Duncan Lake math teachers will collaborate with the math team in order to align vertically across grade levels.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2018	\$0	Math teachers and principal.
PSC Leadership Team	Team will follow protocol's developed to review SWIS data, TFI data, and share with staff through a communication plan.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	PSC Team, Principal

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Differentiated Instruction	Teachers will use differentiated instruction and best practices that reach multiple learner groups.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/30/2018	\$0	BLT, Social Studies Teachers, and Principal
Curriculum Alignment	Duncan Lake social studies teachers will collaborate with the district social studies team in order to align vertically across grade levels.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/02/2014	06/30/2018	\$0	Social Studies Staff, Principal
Common Assessments	Teachers will look at fidelity of delivered common assessments. We need to ensure that common assessments are written, given, and evaluated.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Principal science teachers
Grade Level/Content Meetings	Teachers will meet at least three times during the school year to collaboratively review scoring and data results paying special attention to students with disabilities scores and student performance. Team leaders will share this information with other grade level or content area team. Using data, teachers will monitor and adjust instruction to accommodate interventions where needed.	Professional Learning	Tier 1	Implement	09/02/2014	06/30/2018	\$0	ELA staff, Principal, Curriculum Director
Check In/Check Out	Implement Check In Check Out	Behavioral Support Program	Tier 2	Implement	09/06/2016	06/09/2017	\$0	Intervention Specialists, Counselor, Support Staff, Principal
Differentiated Instruction in the core classrooms	Teachers and staff will implement instructional strategies that differentiate learning for students of differing abilities. Areas of improvement will be identified through common assessments and identified benchmarks as indicated in building school improvement plans. Differentiation will include whole group and small group instruction. This will serve as a preventative model and early detection of students having difficulties.	Academic Support Program, Technology, Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2018	\$0	Principal, Building Leadership Team, Math Teachers,

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Adopt NGSS	Adopt California Model of NGSS. Teachers will implement, utilize, and supplement the new model.	Curriculum Development	Tier 1	Getting Ready	07/01/2016	05/31/2017	\$0	Teachers and Principal
MAISA Writing Units	ELA teachers will explore the MAISA writing units, including grammar, to determine which components could be used as resources.	Professional Learning, Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/30/2018	\$0	Curriculum Director, Principal, ELA teachers
PSC Fidelity Review	Teachers will teach behavioral expectations using the PSC matrix. Office Referrals will be consistent among staff members.	Policy and Process, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	All Staff
Common Assessments	Teachers will evaluate their common assessments and writing rubrics.	Technology, Teacher Collaboration	Tier 1	Monitor	09/02/2014	06/30/2017	\$0	Principal, Language Arts Staff, BLT
Address Measurement Strategy	We will meet to look at skills needed within science. Measurement being one of these skills we will address.	Technology, Curriculum Development, Teacher Collaboration	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	Principal science staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Learning Labs	Collaboration of teachers to model and discuss best practices in the classroom.	Professional Learning, Academic Support Program, Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$469	Admin and Teachers
Marzano Instructional Framework Training	Marzano Training: Teacher/Admin teams will train fellow staff	Professional Learning	Tier 1	Implement	07/01/2016	05/31/2017	\$664	Principal/Teachers

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PSC/MTSS training	Team attendance at training for MTSS Tier 2 interventions and data review.	Professional Learning, Technology, Behavioral Support Program, Teacher Collaboration	Tier 2	Getting Ready	09/02/2014	06/10/2016	\$1095	Teachers, Staff, and Principal
Van Andel Institute	Science Instructional training at VAI for teachers	Academic Support Program, Professional Learning, Teacher Collaboration, Materials	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$5275	Admin and Teachers
Classroom Learning Labs	Teachers will implementation classroom learning labs. We will offer trainings available for those teachers interested in being facilitators.	Professional Learning, Technology, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/30/2018	\$696	Instructional Staff, Principal
PLC meeting template	Utilizing and sharing PLC templates to guide team meetings and curricular meetings.	Technology, Teacher Collaboration	Tier 1	Implement	09/06/2016	06/09/2017	\$0	Principal, teaching staff, BLT team
NWEA / MAP	NWEA allows BOA and EOA. It will show our teacher growth as well for evaluation.	Academic Support Program, Curriculum Development, Teacher Collaboration	Tier 1		09/06/2016	06/09/2017	\$3200	Administration and Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	We will provide appropriate interventions in science using ELA strategies. Range may include small group instruction, tutoring, guided study, and course recovery.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	31a staff, BLT, teachers, and Principal

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Interventions	Teachers and support staff will provide appropriate interventions for students not meeting benchmarks. Interventions may include small group instruction, tutoring, and course recovery. This will follow a MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	Principal, Section 31a staff, math teachers
Interventions	Teachers will review data to identify students with areas of improvement in writing. Students will be assigned appropriate interventions. This will follow the MTSS model.	Academic Support Program	Tier 2	Implement	09/02/2014	06/30/2018	\$35000	Principal, Section 31a staff, ELA staff
Intervention Specialist	Highly Qualified Teacher will provide intervention and oversight of 31a supports for students in 4 core subject areas.	Academic Support Program	Tier 2	Monitor	07/01/2016	06/30/2017	\$100000	Principal, teacher
Interventions	Teachers will review data to identify students with areas of improvement in reading. Students will then be assigned appropriate intervention. Interventions will follow the MTSS model. Funding will support para-professionals who will work under direction and supervision of highly qualified teacher.	Academic Support Program	Tier 2	Monitor	09/02/2014	06/30/2018	\$30043	Principal, Section 31a staff, ELA staff
Interventions	Students not reaching benchmarks will be provided interventions ranging from small group, tutoring, guided study, course recovery, and summer school. These interventions will follow the MTSS model.	Academic Support Program	Tier 2	Evaluate	09/02/2014	06/30/2018	\$35000	31a Team, Social Studies teachers, BLT, and Principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive School Climate	Positive School Climate team will implement PSC framework and plan with staff and students building wide.	Technology, Behavioral Support Program, Teacher Collaboration	Tier 1	Implement	09/08/2015	06/10/2016	\$0	Staff, PSC Team, Principal



Title I Targeted Assistance Diagnostic

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Caledonia Community Schools

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Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The SIP team used data to determine the needs of our students at DLMS. The SIP team considers goals, activities, objectives, and strategies to plan for the upcoming school year.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The building uses data from M-Step, NWEA, SRI, and classroom data from grades and assessments from four core areas to determine those students in need of intervention.

We use 5th grade data from 31a and Title 1 school to assist in early intervention groups at the start of the school year. We use our Dibels scores as well in determining interventions early in the fall for 6th graders. (Dynamic Indicator of Basic Literacy Skills)

Our 5th grade students that come to us who have been in a Tier 3 intervention are considered for Title 1 in the fall and the qualified as we transition to Title 1.

In our transition this year from 31a to Title 1 we will be using data from M-Step, NWEA, and SRI to determine interventions initially and then adding grade and assessment data from classrooms as we transition to Title 1 and use qualifiers developed by team.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Students selected for interventions are determined by M-Step, NWEA, SRI, DIBELS (6th Grade) and grade level grades and assessments in four core classes of each grade level (6-8).

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

N/A

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Title I educational services are coordinated with, and support the regular core programming. Through our MTSS process, Title I teachers attend team meetings, grade level meetings, and faculty meetings.

General education classroom teachers also share information with the the Title I staff.

Through dialogue and sharing reports, all teachers are made aware of the gains and needs of our Title I students. Both the core classroom program and the the Title I program benefit from this coordination.

Title I services are offered in all four content areas five days a week through pull out and push in models.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

DLMS will use Title Team to assist School Improvement Team to integrate feedback from the staff members they represent in our first of transition to Title 1.

School Improvement goals are developed by analyzing the effectiveness of our MTSS framework. Data from Tier I (all students) and Tiers 2-3 (Title I services and some special education services) drive overarching goals.

Objectives and specific strategies and activities are developed to address our greatest areas of need.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Title I Part A program coordinates with and supports the regular education program by having the teachers in grade 6-8 participate in the MTSS supplemental Tier 2 programming for children.

As a part of our MTSS model, all students are a part of the general education teachers classroom for core instruction. Title I students can receive instructional strategies in phonics, fluency, and comprehension. Title I students can also come before or after school for three hours per week to work on deficient skills.

We use teacher driven lesson plans to intervene specific need areas for our students.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

DLMS intervention programs are based upon proven research based methods. In reading, we include phonics based instruction as well as comprehension, vocabulary and fluency methods.

In other core subject we use teacher driven lesson plans that are guiding our systemic and explicit to the benchmarks and needs of our students.

All Title I students are provided with explicit, systematic instruction which is a research component of the MTSS framework.

Extended Learning Opportunity is provided before school (5 days), during lunch (5 days), and after school 3 days a week for an hour.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

At DLMS we choose to use some of our Title I funds for eligible students in the four content areas in an extended learning opportunity after school.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

All students at DLMS participate fully within all four content areas. Through our MTSS process, Tier 2 and Tier 3 students are provided supplemental research based instruction while other students are provided instructional opportunities during our 48 minute Encore.

The building schedule is developed in a manner that the core and intervention blocks do not occur at the same time to ensure that all

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students are receiving core and supplemental instruction.

Our students as well have the opportunity to not be pulled from class with our before school, lunch, and after school interventions.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Every 6 weeks the Title 1 staff meets and review data. Teacher input and teacher recommendation is considered as Tier 2 and 3 interventions are being evaluated for success.

Groups/Classes are formed and strategies are modified based on what the data suggests.

Our SAT team is able to address needs of students and determine (if eligible for T1 services) types of monitored academic interventions are appropriate for the student.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All instructional para's meet the NCLB requirements and have transcripts on file with HR.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All Teachers Meet NCLB requirements.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our teachers and principal are currently working with Kent ISD as part of the MiBLSi framework to develop a systematic Multi-Tiered System of Support as part of a 5 year plan for professional development.

Staff will be trained on how to collect appropriate data, analyze data and identify at risk students for intervention support. All teachers are being trained in the Marzano Instructional Framework to support core instruction and differentiation for all students. Our district continues to provide ongoing professional development throughout the year such as Classroom Learning Labs.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

The Title I District Coordinator and pupil services support personnel attend trainings offered by MAS/FPS, MDE and Kent IDS each year.

DLMS is in the process of increasing parent learning opportunities and will be developing resources for parents through out the school year. DLMS will have an Educational and Informational night in the fall and spring for Title I families. Times and specific evenings are to be determined by team.

Information about our programs are available on our building webpage for classroom instruction as well as Title I services.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		PD 17/19

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are invited to review the Title I Compact.

The Parent Compact is sent home each Fall and the classroom teachers will review the Compact with parents of children who qualify for Title I services.

As we transition from 31a to Title I, our team will continue to develop a framework for parental involvement in the design of the Targeted Assistance program plan.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parent will meet with Title I staff, the principal, and general education teacher representatives two times a year to discuss our Title I program throughout the year.

We will continue to work towards developing ideas to help improve the effectiveness of family engagement in the implementation of the Targeted Assistance program plan.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes		

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Through our Title I parent night we will share materials and provide trainings to parents to work with their children at home.

5. Describe how the parent involvement activities are evaluated.

The Title I team will survey our Title I parents at the end of each school year. The team will meet three times per year to reflect on the survey and make program changes as/if needed.

6. Describe how the school-parent compact is developed.

Due to DLMS transitioning from a 31a program to a Title I program, our parent compact will be modeled after our Title I Elementary Parent

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Compact.

The compact will be reviewed by our Title I parents, Title I team, principal, and general education staff. Necessary adjustments will be made to develop meaningful information to parents in a friendly and easy to understand format.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		

8. How does the school provide individual student academic assessment results in a language parents can understand?

When state and district assessment results are sent home a parent explanation letter is included.

In addition, these results are discussed at parent-teacher conferences. Resources are available to translate information into appropriate language.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Title 1 eligible students may utilize the Free/Reduced Lunch program.

In our district, 31A funds are used to serve our non-Title school students. DLMS works with all elementary schools and new families to Caledonia to coordinate services for eligible students as they transition to middle school.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Free/Reduced Lunch and breakfast are provided for eligible students per qualifying criteria.

Through our Positive School Climate (MTSS) program we have a behavior matrix, we will be teaching anti-bullying lessons, life skills and provide our students with appropriate services that are needed for individual students.

DLMS also works with our community, high school, and local churches to provide food and gifts to families in need.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

Once students are placed in Title I they are progress monitored every 6 weeks.

DIBELS will be used to progress monitor 6th grade students.

NWEA will be used to progress monitor students in 6-8 grades. Teacher developed progress monitoring assessments will also be used along with data from the qualifier sections of Title 1 that will be using.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The Targeted Assisted Plan is reviewed three times per year during District Title I meetings. The TAP is also reviewed and revised as part of the School Improvement Planning process.

Program and student achievement will be used to determine effectiveness of services and adjustments will be made according to the feedback and data.

The TAP will also be revised based upon input from parents and students. well.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Caledonia Community Schools is in the fourth year of training on MTSS through Kent ISD and MiBLSi staff.

Teachers are being trained through this process to use data to identify students who require additional assistance.

Teachers are also being trained in the Marzano Instructional Framework, which includes the use of scales and student self-monitoring of their progress toward learning targets.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

Through the school improvement process, the Title I team will review and evaluate the implementation of the Targeted Assistance Program.

2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.

At least three times per year, our school will analyze the results from DIBELS (6th grade), SRI, M-Step, and NWEA, and class grades (course proficiency) to evaluate the effectiveness of our targeted assistance programs and student needs.

3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.

At this time we use information from DIBELS (6th grade) and NWEA (6-8) to determine how many students are identified as "intensive need" have progressed to benchmark expectation.

At the end of the school year, we will evaluate all data sources to determine if our Targeted Assistance program has been effective in increasing the achievement of eligible students.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

DLMS regularly monitors the implementation of, and results achieved by, the SIP by using data from the M-STEP and various progress monitoring assessments.

The objectives are reviewed at staff meetings and other professional collaboration opportunities.

The progress monitoring and MSTEP results will be reviewed at Title I meetings to be sure that each student is showing growth trend that will allow him/her to obtain academic achievement.

The results of the Program Evaluation will be used in these various settings to revise the plan to ensure continuous improvement for our Title I students.